

ARTS IMPACT LESSON PLAN

Dance and Social Studies Infused Lesson

Cultural Dance Map

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Grade Level: Elementary

Enduring Understanding

Movement can express and share my culture, community, and who I am.

Lesson Description (Use for family communication and displaying student art)

Students consider how cultures work together. They learn a Mexican folkloric dance from Veracruz that has its roots in Hispanic, African, and Indigenous cultures. They research their own cultures (where they come from) and create dances with their partners that combine movements from both their cultures and personal identities.

Learning Targets and Assessment Criteria

Target: Learns steps from Fandango.

Criteria: Dances three simple steps from Fandango. Uses the steps in their chosen combination.

Target: Choreographs Cultural Identity Dances.

Criteria: Creates three movements that they feel represent themselves and their community or culture.


Target: Collaborates.

Criteria: Shares their three movements with a partner and participates in a cultural exchange.

Vocabulary	Materials	Learning Standards
<p>Arts Infused: Appreciation of other cultures Common Differences Similarities</p> <p>Social Studies: Community Cultural Awareness Cultural Identity</p> <p>Arts: Coordination Fandango Movements Routine Technique Zapateado</p>	<p>Museum Artworks or Performance video of Fandango: iguana fandango https://youtu.be/Jwlo0XulSQY</p> <p>TLACOTALPAN FANDANGO "La bamba" 2014 https://youtu.be/fflsmwPyvlw</p> <p>Materials Music: "El Fandangito" by Grupo mono blanco "El Chuchumbé", "El Pájaro Cú" and "Café Con Pan" by Cafeteras</p> <p>Videos: Fandango step 1 https://vimeo.com/manage/videos/579193093 Fandango step 2 https://vimeo.com/manage/videos/579193198 Fandango step 3 https://vimeo.com/manage/videos/579193295</p>	<p>WA Arts Learning Standards For the full description of each anchor standard and the grade level performance standards, see: https://www.k12.wa.us/student-success/resources-subject-area/arts/arts-k-12-learning-standards</p> <p>Creating Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work.</p> <p>Performing/Presenting/Producing Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Responding Anchor Standard 7: Perceive and analyze artistic work.</p>

	<p>Paper/pencils Class assessment worksheet</p>	<p>Anchor Standard 8: Interpret intent and meaning in artistic work. Anchor Standard 9: Apply criteria to evaluate artistic work. Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Early Learning Guidelines, if applicable <i>For a full description of Washington State Early Learning and Child Development Guidelines see:</i> https://www.dcyf.wa.gov/sites/default/files/pubs/EL_0015.pdf</p> <p>(3rd grade) Social Studies: Show interest in learning about the different people living in his/her community and state. (3rd grade) Arts: Create and perform movement, showing balance through concentration and muscle control.</p> <p>WA Social Studies Learning Standards For the full description of each anchor standard and the grade level performance standards, see: https://www.k12.wa.us/student-success/resources-subject-area/social-studies/learning-standards</p> <p>SSS4: Creates a product that uses social studies content to support a claim and presents the product in a manner that meaningfully communicates with a key audience. Enduring Understanding Knows that there are many ways to share ideas and can evaluate evidence and determine best tools to express one’s own knowledge and understanding.</p> <p>Social Justice Standards: Teaching Tolerance and Social Justice Standards <i>For a full description of Social Justice Standards, The Teaching Tolerance Anti-Bias Framework see:</i> https://www.learningforjustice.org/sites/default/files/2020-09/TT-Social-Justice-Standards-Anti-bias-framework-2020.pdf</p> <p>Identity</p> <ol style="list-style-type: none"> 1. Students will develop positive social identities based on their membership in multiple groups in society. 2. Students will recognize that people’s multiple identities interact and create unique and complex individuals. 3. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
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ICON KEY:

 = Indicates note or reminder for teacher




 = Embedded assessment points in the lesson

Pre-Teach

Define Culture for students - "The customs, arts, social institutions, and achievements of a particular nation, people, or other social group." Ask students: What about your culture makes you feel proud? List three things you are proud of (music, food, ceremonies, dance, etc.).

Create a list of class agreements for safe and respectful movement.

Lesson Steps Outline

1. Lead a warm-up highlighting movements created by each student.
2. Ask students to list three things they are proud of in their culture or community.
 -  Criteria-based process assessment: Lists three things they are proud of in their culture or community.
3. Teach a Mexican folkloric dance, Fandango from Veracruz, that has its roots in Latinx, African, and Indigenous cultures.
 -  Criteria-based teacher checklist: Dances three simple steps from Fandango. Uses the steps in their chosen combination.
4. Guide students to create movements based on their research. And then to create dances in partners.
 -  Criteria-based teacher checklist: Creates three movements they feel represent them and their community or culture. Shares their three movements with a partner and participates in a cultural exchange.

5. Facilitate rehearsal.

- ☑ Criteria-based teacher checklist: Creates three movements that they feel represent themselves and their community or culture. Shares their three movements with a partner and participates in a cultural exchange.

6. Direct performance and response.

- ☑ Criteria-based teacher checklist and both self and peer assessment: Creates three movements that they feel represent themselves and their community or culture. Shares their three movements with a partner and participates in a cultural exchange.

7. Guide reflection.

- ☑ Criteria-based reflection: Reflects on cultural identity and collaboration.

LESSON STEPS

Day One

1. Lead a warm-up highlighting movements created by each student.

▣ Standing in a circle is a good way to do this warm-up.

- *Each person will create a movement and say their name at the same time. Think of a movement that shows something about you or how you are feeling today.*
- *Then everyone will echo you, repeating your movement and your name. It is a way of communicating: "I see you."*

Option: Add a memory challenge; every time a student contributes a new movement, add it to the movements already introduced until you have a long dance that includes movements created by everyone in the class.

2. Ask students to list three things they are proud of in their culture or community.

- *Think about your culture and community. Select three things you are proud of (music, food, ceremonies, dance, etc.). The research and discoveries you made before this lesson (see pre-teach) could help you.*
- *Write them down (three bullet points). You'll have five minutes to write them down.*
- *Share your ideas with the rest of the class.*

☑ Criteria-based process assessment: Lists three things they are proud of in their culture or community.

3. Teach a Mexican folkloric dance, Fandango from Veracruz, that has its roots in Latinx, African, and Indigenous cultures.

Music: "El Fandangito" by Grupo mono blanco

"El Chuchumbé", "El Pájaro Cú" and "Café Con Pan" by Cafeteras

- *Fandango is a music and dance tradition originating from the state of Veracruz in Mexico and has evolved over the last 300/400 years. The populations of Veracruz have included Indigenous, African, and Spanish people who have all contributed to the music and dance we use today. The music that is used in this tradition is called Son Jarocho and uses instruments like the jacana and guitars.*
- *Fandango is a collaboration of community members, dancers, and musicians; to participate in fandango means you are working in tandem with other artists to create and to express your own self. Traditionally community members would gather around a Tarima (a raised wooded platform used as a dance floor and doubling as a percussion) and while some would play music, some would dance. Usually everyone knows the songs and dances and everyone takes turns singing and dancing. There is also room to improvise with several zapateados which we will learn today.*

- *Here is video of the traditional Fandango dance.*

iguana fandango

<https://youtu.be/Jwlo0XulSQY>

TLACOTALPAN FANDANGO "La bamba" 2014

<https://youtu.be/fflsmwPyvlw>

- *I would like to introduce you to some moves from Fandango. With all these steps, make sure your feet are together and knees are bent. Hands can be at your side.*

▣ You can show the videos of Luna Garcia of Bailadores de Bronce doing the steps from Fandango. The links to the steps are listed after each step.

- *Here are three steps:*

1. Singles: This will be two steps, your right foot takes one step to the right and stomps lightly, and then you bring your left foot to your right and stomp your left lightly. You will do the same to the left. <https://vimeo.com/manage/videos/579193093>

2. Guachapeado: Feet are together. You'll flex your right foot; you kick your heel out. Flex your foot down so your metatarsal swipes back. You'll do the same with your left foot. <https://vimeo.com/manage/videos/579193198>

3. Singles with doubles: Start with a single stomp with your right foot, and then a double stomp with your left. Then you do a single step with your right. You shift your weight and single stomp with your left foot and double stomp with your right. Then you do a single stomp with your left. <https://vimeo.com/manage/videos/579193295>

- *Fandango is a tradition of sharing and collaborating, and as we talked about also influenced with many kinds of communities. In that spirit we are going to ask that you create your own movement/ dance/ choreography, representing the culture/ community you come from. You are welcome to use some of the zapateados and movements we learned or create something entirely different.*

Criteria-based teacher checklist: Dances three simple steps from Fandango. Uses the steps in their chosen combination.

Day Two

4. Guide students to create movements based on their research. And then to create dances in partners.

- *You are now going to create your own dances.*
- *What are you proud of? Create a movement for each of the three items on the list you made yesterday.*
- *Now you will be partnered up. You and your partner will teach your movements to each other. You'll learn together and support one another in learning each other's movements.*

Criteria-based teacher checklist: Creates three movements they feel represent them and their community or culture. Shares their three movements with a partner and participates in a cultural exchange.

5. Facilitate rehearsal.

- *Find your own music. Make sure the lyrics you choose are appropriate and should not have explicit lyrics. Another choice would be to choose an instrumental piece or background music. The music should reflect the message you want to share.*
- *Your dances will show differences and similarities because you are all different individuals, yet you have much in common.*
- *Decide how you would like to present your group's dance. You could put all the movements together in a sequence and everyone will do all the movements. You could take turns so that each person dances their own movements. You could do your own movements while the other person is doing their own movements (simultaneous). It might be easier for you to do both whole dances together, but you can decide how you want to do your dance.*
- *Practice.*
- *In 20 minutes, come back to the circle and each group will present its movement together.*

Criteria-based teacher checklist: Creates three movements that they feel represent themselves and their community or culture. Shares their three movements with a partner and participates in a cultural exchange.

6. Direct performance and response.

- *Now we are going to share the dances we have created. Before we do, how can we show that we are a supportive and respectful audience?*
- *(After each performance) Performers, what would you like to share about your dance? Audience, what did you see?*

Criteria-based teacher checklist and self and peer assessment: Creates three movements that they feel represent themselves and their community or culture. Shares their three movements with a partner and participates in a cultural exchange.

7. Guide reflection.

- *What did you discover about your culture?*
- *In what ways did you feel connected with other cultures?*
- *What did you find in common with other dancers? What was the common ground?*

Criteria-based reflection: Reflects on cultural identity and collaboration.

ARTS IMPACT LESSON PLAN Dance and Social Studies Infused Lesson

Elementary: *Cultural Dance Map*

CLASS ASSESSMENT WORKSHEET

Disciplines	DANCE AND SS	DANCE AND SS	DANCE AND SS	Total 3
Concept	Dances Fandango	Choreographs Cultural Identity Dance	Collaborates	
Criteria	Dances three simple steps from Fandango. Uses the steps in their chosen combination.	Creates three movements that they feel represent themselves and their community or culture.	Shares their three movements with a partner and participates in a cultural exchange.	
Student Name				
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Total				
Percentage				

What was effective in the lesson? Why?

What do I want to consider for the next time I teach this lesson?

What were the strongest connections between arts discipline and subject area?

Teacher: _____

Date: _____

ARTS AND SOCIAL STUDIES INFUSED LESSON: *Cultural Dance Map*

Dear Family:

Today your child participated in a **Dance and Social Studies** Infused lesson. We talked about what we are proud of about ourselves and our communities.

- We learned steps from Fandango, a Mexican folkloric dance with roots in Hispanic, African, and Indigenous cultures.
- We shared various facts about our own culture that make us proud.
- We created dance routines to represent parts of our culture that make us most proud. We partnered up, exchanged dance routines and presented our dances to the group at large.

At home, you could add more steps to your routine as you continue to highlight wonderful things about your culture. Share your routine with your family and dance together.

Enduring Understanding

Movement can express and share my culture, community, and who I am.